

## SPAN 307: Bilingualism

3 credit hours

Fall 2009

Professor Silvina Montrul  
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<i>Section</i>	<i>Instructor</i>	<i>Time</i>	<i>Days</i>	<i>Location</i>
B	Montrul/Perpiñán	9:30-10:45 a.m.	T-TH	161 Noyes Lab

### Course description and objectives

As the number of second language learners and Spanish-English bilingual children in the United States increases, professionals and educators who work with them need a solid understanding of their speech patterns and language development. This course is an introduction to the fundamental issues in the study of bilingualism as an individual and social phenomenon, with special emphasis on Spanish bilingual communities in the United States, Spain, and Latin America. **A major aim** of the course is to familiarize students with current issues and research findings in the study of bilingualism. **The other main objective** of the course is to raise critical awareness about the complexity of bilingualism and their advantages for society. Topics include

- Spanish bilingual communities, immigration and colonization
- language contact and change
- language identity
- structural aspects of code-switching
- the nature of bilingual linguistic competence, representation and use
- bilingual acquisition in child and adult populations
- language attrition
- second language acquisition and adult bilingualism
- bilingual language policy and planning
- bilingualism and education

### Prerequisite

SPAN 252 Introduction to Hispanic Linguistics. **IMPORTANT:** If you do not have the prerequisite you will be asked to drop the course.

### Course Requirements and Evaluation

Attendance and participation	5%
2 exams (in Spanish)	40%
2 homework assignments (in Spanish)	20%
Participation in research on Spanish-English bilingualism	5%
Guided research and report (in Spanish)	10%
Oral presentation and 3-4 page paper (in Spanish)	20%

**Grading Scale**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
97-100 A+	87-90 B+	80-77 C+	70-67 D+	0-60
94-96 A	84-86 B	74-76 C	64-66 D	
91-93 A-	81-83 B-	71-73 C-	61-63 D-	

**Materials and Readings**Required book

Romaine, Suzanne. 1995. *Bilingualism* (2nd edition). Oxford: Blackwell. . (It can be purchased at the University of Illinois Bookstore: Illini Union Bookstore, 809 S. Wright St., Champaign, IL, 333-2050).

Other Required Readings (available in the course Compass site <http://compass.illinois.edu>)

- Anderson, R. 1999. Noun phrase gender agreement in language attrition. Preliminary results. *Bilingual Research Journal* 23, 318–337.
- Bernal-Enríquez, Y. y Hernández Chávez, E. (2003). La enseñanza del español en Nuevo México. ¿Revitalización o erradicación de la variedad chicana? En. A. Roca y M. C. Colombi (ed.), *Mi lengua. Spanish as a Heritage Language in the United States*, pp. 96-121. Georgetown: Georgetown University Press.
- Blake, R. 1983. Mood selection among Spanish-speaking children, ages 4 to 12. *The Bilingual Review* 10, 21–32.
- Escobar, A. M. 2004. Bilingualism in Latin America. *The Handbook of Bilingualism*, edited by Tej K. Bhatia and William C. Ritchie, 642-661. Blackwell.
- García, O. 2001. Bilingual education is beneficial. *Education Opposing Viewpoints*. San Diego: Greenhaven Press, 126-129.
- García, O. 2003. La enseñanza del español a los Latinos en los Estados Unidos. Contra el viento del olvido y la marea del inglés. *Insula* 679-680, 9-13.
- Klee, C. and Lynch, A. 2009. *El español en contacto con otras lenguas*. Washington D.C: Georgetown University Press. (Chapters 2 and 4)
- Lightbown, P. and Spada, N. 1993. *How Languages are Learned*. Oxford: Oxford University Press. (Chapter 1 and Chapter 3).
- Lipski, J. 2008. *Varieties of Spanish in the United States*. Washington D.C: Georgetown University Press. (Chapter 3)
- Merino, B. 1983. Language loss in bilingual Chicano children. *Journal of Applied Developmental Psychology* 4, 277–294.
- Montrul, S. and Potowski, K. 2007. Command of gender agreement in school-age Spanish bilingual children. *International Journal of Bilingualism* 11, 301–328.
- Poplack, S. 1980. Sometimes I'll start a sentence in Spanish y termino en español: toward a typology of code-switching. *Linguistics* 18, 581-618.
- Silva-Corvalán, C. 2001. *Sociolingüística y pragmática del español*. Washington, DC: Georgetown University Press. (Chapter 7)
- Silva-Corvalán, C. 2003. Linguistic consequences of reduced input in bilingual first language acquisition. In *Linguistic Theory and Language Development in Hispanic Languages*, S. Montrul & F. Ordóñez (eds.), 375–397. Somerville, MA: Cascadilla Press.
- Toribio, J. 2001. On the emergence of bilingual code-switching competence. *Bilingualism: Language and Cognition* 4 (3), 203-231.

**Class management**

Classes will consist of some lectures, occasional in-class exercises, teacher-led discussions and group-discussions. There is a Compass site where readings, homework assignments, practice exams, and lecture notes will be posted shortly after class.

**Attendance and Participation (5%)**

We expect your attendance for every class and we expect you to be prepared when you come to class. After 3 absences (excused or unexcused) you will not receive full credit for participation in class. We also expect you to be in class on-time and to stay the entire period. During class, cell-phones should be turned off. Continuous interruptions of cell-phones will affect your participation grade.

Being prepared for class means having read **all** the assigned readings from the textbook and supplementary articles *before* coming to class, and having jotted down your initial impressions and questions about the readings. We also expect you to participate actively in class discussions. Active participation means asking questions, offering comments, and being on-task when working in group assignments.

Active class participation also means being pro-active and communicating with us **before** class (in person or through e-mail) when you will be unable to attend a class or when you did not understand something from the materials presented in class. It is your responsibility to keep us informed.

Participation will be graded on a scale of 5 points, in the following manner:

Excellent attendance and excellent participation = 5

Very good attendance and good participation = 4

Good attendance and good participation = 3

Poor attendance (more than 3 absences) and good/very good participation = 2

Poor attendance (more than 3 absences) and poor participation = 1-0

**Exams (40%)**

There will be two in-class exams in Spanish: Examen 1 (20%) and Examen 2 (20%). Both exams are non-cumulative. This means that Exam 1 will cover the content of the first part of the course, while Exam 2 will cover the second half. However, concepts covered in the first part of the course may reappear in the second part of the course.

*Objective:* to test your knowledge of theoretical issues underlying different topics in bilingualism, to check your acquaintance with the specific terminology of the field, and to evaluate your grasp of and critical thinking of salient issues in current research. Above all, this should be a positive learning experience for you and an opportunity to show how much you have learned and understood from the class and the field.

*Procedure:* Topics for the tests will be announced at least a week before the test. The class before the exam we will do a 45- minute review. You are expected to have specific questions to discuss and clarify.

*Format:* multiple-choice questions, true/false statements, definitions of terminology and some short answer questions (descriptive and argumentative). You will be responsible for the material covered in the required readings and class lectures.

*Criteria for evaluation:* Exams will be evaluated on a scale of 20 points based on (a) accuracy of information, (b) questions answered directly and succinctly, (c) use of clear and unambiguous examples to support arguments, (d) use of research and scholarship to bolster ideas, (e) quality of Spanish expression.

### **Homework Assignments (20%)**

There will be 2 graded homework assignments (10 % each) to be done outside class. These will involve responding to a reading by working with data, or conducting a mini-experiment outside class. The assignments will be graded for understanding of the concepts behind the assignment, clarity and thoroughness of the response, and written presentation (clear organization, few grammatical errors, no typos).

### **Guided research and report (10%)**

To understand how we conduct research in bilingualism, in this activity you will take the role of researcher by collecting data and writing a report. The instructor will present in class the topic, research questions, hypotheses and tasks to be used. Your role will be to collect some data with human subjects. After the data is collected by all students, the instructor will analyze the data and present the results in class. Your job is to write a 3-4 page report in Spanish describing what the study was about, the findings, and their implications for bilingualism.

### **Participation in research on Spanish-English bilingualism (5%)**

So that you understand the importance of research on bilingualism from another perspective, you will have the opportunity to participate in a research on the aural comprehension and production of Spanish noun phrases. The experiment will take place in the Second Language Acquisition and Bilingualism Lab, located in G73. For participation, you will be contacted by Justin Davidson ([jdavids2@illinois.edu](mailto:jdavids2@illinois.edu)) or Israel de la Fuente ([delafue1@illinois.edu](mailto:delafue1@illinois.edu)) to set up a time for testing. Total testing time will take about 1-1:30 hrs and must be completed before the end of the semester. If you do not wish to participate in the experiment for credit, you will have the option to complete another graded homework for the course, worth 5%. Unwillingness to participate in this study will not negatively impact your grade in the course unless you complete another graded assignment worth the same percentage of your final grade. Please see consent form attached to this syllabus.

NOTE: participation in this experiment **must be done** by the due date assigned to you individually. Instructions will be explained in class.

### **Lateness policy**

Unless otherwise indicated, all homework and other assignments are due **at the beginning of the class on the due date**. If you hand in your assignment late, you will receive partial credit (50% of the grade).

If you know in advance that you will need to submit your assignment late, you need to contact the instructor in advance. I may reduce or waive the late penalty depending on the case. If you have an unforeseen medical emergency, your late assignment must be submitted together with a valid medical documentation.

**NOTE:** Letters from the emergency dean or vague letters from McKinley stating that you visited McKinley on a certain date do not automatically excuse you from attendance and assignments, especially when these are handed in after the fact or after the semester is over.

**Oral group presentation and 3-4 page paper (20%)**

In groups of 4 or 5, you will choose a research topic on bilingualism and prepare a 10 minute oral presentation (+ 5 minutes for questions) in Spanish in class. **Groups must be formed by November 5.**

Choose from the following list of topics. Topics will be assigned on first-come first-served basis between **November 5 and November 12.** Each group must choose a different topic. If your group wants to do another topic not present in the list of suggestions below, this has to be consulted with the instructor first. Creativity is rewarded!

1. How do attitudes of educators affect bilingual children performance in schools?
2. How does social class affect learning outcomes at school in minority-language speaking children (Latino and African American children)?
3. Compare bilingualism and bilingual education in other countries (US, Spain, South America)
4. Discuss issues in bilingual education in the US.
5. Survey types of bilingual programs in the US and Canada.
6. Discuss the efficacy of immersion programs for second language acquisition
7. Discuss onset of bilingualism and L2 ultimate attainment in adulthood
8. Discuss cognitive advantages and disadvantages of bilingualism in children and adults
9. How can language loss in minority speaking children be arrested?
10. How is bilingualism reflected in marketing and advertising?
11. Should parents who speak different languages bring up their children in more than one language?
12. Compare the bilingual policies of Cataluña and the Basque country in Spain

Your group will do the presentation on an assigned date after the Thanksgiving Break. The presentation must be related to the topics covered in the course. The presentation can be done with PowerPoint. Each group will make the materials available to the class (handouts or Powerpoint) before the presentation and lead the discussion after the presentation, for 5 minutes.

Each group must present a written research paper in Spanish based on the presentation. The paper should be 4-6 pages long (typed in 12 point font, double spaced, 1 inch margin throughout) and should include the list of references and sources consulted and cited.

The presentation will be worth 10% and the written paper another 10%. Each student in the group will receive the grade obtained by the entire group for both the presentation and the research paper. It is the responsibility of each member of the group to contribute fairly and equitably to the assignment.

**Rounding of grades**

If your grade contains a decimal less than .5, then your grade will be rounded down (example 84.2 = 84).

If your grade contains a decimal .5 or higher, then your grade will be rounded up (example 82.5 = 83).

**Grade information**

The University does not permit the communication of grades through email or telephone, or the discussion of grades with parents. Each student can request information about their grades during the office hours of Professor Montrul or Silvia Perpiñán. Each student will have access to their partial grades in Compass. In this way, every student can verify his/her grades throughout the semester.

**Students with disabilities**

In order to assure that any matter related to some sort of disability is taken into consideration from the beginning of the course, students with disabilities that require special accommodations should contact Professor Montrul immediately during office hours or right after class. The affected student should turn in the letter from Disability Services and Educational Resources (DRES) indicating his/her Request for Accommodations (RFA).

This practice applies to students that need special accommodations during tests, such as more time, as well as those that may need special instruments in class (for taking notes or any other accommodating instrument).

Students that require accommodation for their tests should fill out their schedule at the DRES page online <https://www.disability.uiuc.edu/secure/testing/schedule.php> at least a week before each test in order to arrange an alternative time to take the test in the DRES Testing Center.

**Contact with Instructor and TA**

If you have any questions about the course or you need help with the course, you can come during office hours or send an e-mail to Prof. Montrul ([montrul@illinois.edu](mailto:montrul@illinois.edu)) or to Silvia Perpiñán ([perpinan@illinois.edu](mailto:perpinan@illinois.edu)). We will make every effort to answer your e-mail within 48 hours.

As for e-mail etiquette, never address Prof. Montrul by her first name “Silvina” or “Hey”. “Señora Montrul” or “Ms Montrul” are not options either (that would be Prof. Montrul’s mother). These forms of address are rude and inappropriate forms of communication with a female professor. You should always address Professor Montrul as “Professor or Profesora Montrul.” If you address or write to Prof. Montrul in Spanish, you should use the formal (*Ud.*) form of address and not the *tú* form.

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**Consent to Participate in a Spanish Bilingualism Study**

Prof. Silvina Montrul and Prof. Rebecca Foote from the Department of Spanish, Italian and Portuguese together with graduate students Justin Davidson and Israel de la Fuente are conducting this research. The **purpose** of this research is to investigate how second language learners and bilingual speakers of Spanish process, produce and understand words and phrases in Spanish.

If you agree to participate in this research, you will complete a series of short tasks, and it will take between 1.45 and 2 hours to complete them all. Testing will take place in the Second Language and Bilingualism Lab located in the basement of the Foreign Languages Building (G73). In one experiment your eye movements will be recorded while you hear sentences and look at images of objects on the computer screen (approx. 5 min.). Then you will complete an experiment in which you see pictures and you name the pictures in English and in Spanish (10 minutes); an experiment in which you hear sentences and repeat words from the sentence in Spanish (20 minutes), an experiment in which you recognize the gender of nouns in a list of sentences (20 minutes), an experiment in which you judge the grammaticality of spoken sentences in Spanish (20 minutes) and an experiment in which you describe the placement of objects on the computer screen (10 minutes) and your responses are audio recorded. You will also fill out a language background questionnaire in which you will provide information about your language learning experience (approx. 5 min.); and complete a cloze (i.e., fill-in-the-blank) test and a multiple choice vocabulary test that will assess your proficiency in Spanish (approx. 15 min.). Participation in this study will be worth 5% of your final grade in SPAN 307. If you do not wish to participate in the experiment for credit, you will have the option to complete another graded homework for the course, also worth 5%.

Although the instructor (Prof. Montrul) is involved in the research, the study is set up so that the instructor will not know who participated—at least until after final grades are turned in. Prof. Rebecca Foote, who is not an instructor in the course, will be in touch with you for scheduling appointments and will keep track of who participated in the study.

The obtained data will be treated with absolute confidentiality. You will be given a random number to conceal your actual identity. No information will be released that could reveal your identity. All the data will be stored in a secure location and only the only the responsible project investigator and the co-investigators will have access to the eye-tracking data, the language background data and the cloze test data.

Your participation in this research is voluntary. You may withdraw from it or discontinue participation at decline, or withdraw from participation will have no effect on your grade in SPAN 307, status at, or future relations with the University of Illinois.

The benefits expected from this research are to gain a better understanding of the factors that influence the ability of bilinguals to process language. A better understanding of these factors may in turn enhance the general public's view about the advantages of bilingualism for society and education.

To our knowledge, there are no risks or discomforts involved in this research beyond those found in everyday life. Eye movements are recorded by a device that reflects infrared light off the lens and cornea of the eye. The lens and the cornea absorb a small amount of energy from

the infrared light, but the energy is less than the Maximal Permissible Exposure as certified by the American Standards Institute (ANSI Z 136.1-1973). This is about as much energy you get on a bright sunny day.

This research will be disseminated in conferences, and it will be published in conference proceedings and journal articles.

You may ask questions about the research at any time by calling the responsible project investigator Prof. Silvina Montrul (217-244-3055) or emailing any of the members of the research team: [montrul@illinois.edu](mailto:montrul@illinois.edu), [rfoote@illinois.edu](mailto:rfoote@illinois.edu), [jdavids2@illinois.edu](mailto:jdavids2@illinois.edu), [delafuel@illinois.edu](mailto:delafuel@illinois.edu). If you have any questions about your rights as a participant in this study, please contact the University of Illinois Institutional Review Board at (217) 333-2670 (you may call collect) or via email at [irb@illinois.edu](mailto:irb@illinois.edu).

By signing the consent form, you certify that you are 18 years of age or older, that you have read and understand the above, that you have been given satisfactory answers to any questions about the research, and that you have been advised that you are free to withdraw your consent and to discontinue participation in the research at any time, without any prejudice.

I have read and understand the above information, and voluntarily agree to participate in this research I will allow voice to be recorded as explained above.

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please keep one copy for your records and return the other copy to the researcher.

## Schedule SPAN 307—Fall 2009

week	TUESDAY	THURSDAY
1	<b>August 25</b> Introduction Survey on knowledge and attitudes toward bilingualism	<b>August 27</b> Romaine Chapter 1 Definitions and approaches to bilingualism
2	<b>September 1</b> Bilingualism and society Romaine Chapter 2	<b>September 3</b> Bilingualism, national languages and language contact in Spain Klee and Lynch (2009) Chapter 2
3	<b>September 8</b> Bilingualism and Language contact in Latin America Escobar (2004), Klee and Lynch (2009) Chapter 4	<b>September 10</b> Spanish in the United States Silva-Corvalán (2001) Chapter 7
4	<b>September 15</b> Spanish in the United States Bernal-Enríquez y Hernández-Chávez (2003) Spanglish Lipski (2008) Chapter 3	<b>September 17</b> Video <i>Tarea 1 available in Compass</i>
5	<b>September 22</b> Romaine Chapter 4 Code-switching	<b>September 24</b> Code-switching Poplack (1980)
6	<b>September 29</b> Code-switching Toribio (2001) Guided research	<b>October 1</b> <u><i>Tarea 1 due in class</i></u> Romaine Chapter 3 The bilingual mind
7	<b>October 6</b>  Review	<b>October 8</b>  <b>Exam 1</b>
8	<b>October 13</b> First language acquisition Lightbown and Spada (1993), Chapter 1. Blake (1983)	<b>October 15</b> Adult second language acquisition The critical period hypothesis Lightbown and Spada (1993) Chapter 3

week	TUESDAY	THURSDAY
9	<b>October 20</b> Romaine Chapter 5 Child bilingualism <i>Report de investigación guiada due</i>	<b>October 22(HLS)</b> Discussion of oral presentations and Group assignments
10	<b>October 27 (HLS)</b> Romaine Chapter 5 Simultaneous bilingualism and the weaker language Anderson (1999), Silva Corvalán (2003)	<b>October 29</b> Romaine Chapter 5 Bilingualism in the school age period and minority language loss Merino (1983) Montrul & Potowski (2007)
11	<b>November 3</b> <i>Tarea 2 available in Compass</i> Adult bilingualism and Heritage language speakers Bernal-Enríquez y Hernández-Chávez (2003) Spanglish Lipski (2008)	<b>November 5</b> Adult bilingualism Comparison of Heritage speakers and L2 learners.
12	<b>November 10</b> Romaine Chapter 2 (pp. 107-119) and Chapter 6 Bilingualism and language policy Garcia (2001, 2003)	<b>November 12</b> Romaine Chapter 7 Actitudes hacia bilingües
13	<b>November 17</b> <i>Tarea 2 due in class</i> Review	<b>November 19</b>  <b>Exam 2</b>
14	<b>November 24</b>  Thanksgiving break	<b>November 26</b>  Thanksgiving break
15	<b>December 1</b> Oral presentations	<b>December 3</b> Oral presentations
16	<b>December 8</b> Last class Oral presentations	<b>December 10</b> Research reports due by 5:00 pm. in Silvia Perpiñán's mailbox